



New Horizon Education SEND Policy

School name: New Horizon Education

Type: Primary Alternative Provision

Local Authority: Nottingham City

Reviewed: 19.10.25

Next review: 19.10.26

SENCo: Victoria Hallam

Approved by: Victoria Hallam/ Nottingham City Local Authority.

1. Introduction

New Horizon Education is a Primary Alternative Provision (AP) setting within Nottingham City, providing a safe, inclusive, and nurturing environment for children who have found mainstream education challenging due to social, emotional, or mental health needs (SEMH), trauma, or other barriers to learning.

Our mission is to re-engage children with education through relationships, trust, and personalised support. We recognise that many of our pupils have experienced trauma, disrupted learning, or adverse childhood experiences (ACEs). Therefore, our approach is **trauma-informed**, grounded in understanding behaviour as a communication of need.

We are committed to identifying and meeting the needs of all pupils with Special Educational Needs and Disabilities (SEND) so that they can make progress academically, socially, and emotionally.

2. Aims

Our SEND policy aims to:

- Identify and assess pupils' SEND at the earliest opportunity using the **Nottingham City Graduated Response**.
- Provide high-quality, inclusive, and trauma-informed teaching that meets the needs of each child.
- Support the emotional wellbeing and resilience of pupils through safe, trusting relationships.
- Work collaboratively with parents, carers, and external professionals.
- Ensure that every pupil has a voice in shaping their learning and support.

- Prepare pupils for reintegration into mainstream education or successful transition to their next phase of learning.



3. Legal and Local Framework

This policy complies with national and local guidance, including:

- **Children and Families Act (2014)**
- **SEND Code of Practice (2015)**
- **Equality Act (2010)**
- **Education Act (2011)**
- **Nottingham City SEND Strategy (2023–2027)**
- **Nottingham City Graduated Response (2022)**
- **Trauma-Informed Nottingham Framework (2023)**

4. Definition of SEND

A child is identified as having a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability that requires special educational provision beyond what is ordinarily available.

The **four broad areas of need**, as defined by the SEND Code of Practice, are:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional, and Mental Health (SEMH)**
4. **Sensory and/or Physical Needs**

At New Horizon Education, the majority of our pupils present with **SEMH needs**, often linked to trauma, attachment difficulties, and disrupted learning experiences.

5. Identification and Assessment of Need

We follow Nottingham City's **Graduated Response** approach, using the **Assess – Plan – Do – Review** cycle:

1. **Assess:**

- Gathering information from previous schools, parents/carers, and multi-agency professionals.
- Observations, screening tools, and baseline assessments (e.g. Boxall Profile, SDQ, emotional literacy scales).

2. Plan:

- Developing a personalised **Support Plan** with input from the pupil, family, and staff.
- Setting clear, measurable outcomes aligned with the pupil's EHCP (if applicable).

3. Do:

- Delivering targeted interventions and high-quality, differentiated teaching.
- Embedding relational and trauma-informed practice in daily routines.

4. Review:

- Regularly reviewing progress (at least termly) with the pupil, family, and relevant professionals.
- Adjusting strategies and support as needed.

Where necessary, we work with the Nottingham City **SEND Support Service** and other agencies to initiate an **Education, Health and Care (EHC) needs assessment**.

6. Roles and Responsibilities

The SENCo:

- Coordinates SEND provision across the school.
- Oversees the Graduated Response and EHCP processes.
- Liaises with parents/carers, staff, and external agencies.
- Maintains the SEND register and monitors progress data.
- Provides staff training on trauma-informed and inclusive practice.

Class Teachers:

- Deliver quality-first, trauma-aware teaching.
- Implement individual support and regulation plans.
- Monitor pupil progress and report concerns to the SENCo.

- Build safe, consistent relationships with pupils to foster trust and belonging.

Teaching Assistants and Support Staff:

- Deliver structured interventions and nurture-based activities.
- Support emotional regulation and de-escalation using relational approaches.
- Contribute to assessments and review meetings.

Headteacher and Governors:

- Ensure the SEND policy is implemented effectively.
- Allocate appropriate funding and resources.
- Monitor outcomes and inclusion data.

7. Supporting Pupils with SEND

Provision at New Horizon Education may include:

- Nurture and regulation spaces
- Sensory breaks and access to calm areas
- Emotional literacy and resilience programmes
- Small-group or 1:1 therapeutic interventions
- Speech and language and occupational therapy input
- Personalised reintegration plans for return to mainstream or transition to new settings

All support is embedded in a **relational, trauma-informed ethos**, recognising that positive relationships are key to learning and healing.

8. Working with Families

We believe that partnership with families is central to effective SEND support.

We will:

- Involve parents and carers in every stage of the Graduated Response.
- Provide clear communication through meetings, reviews, and regular updates.

- Offer signposting to local support networks such as **Ask Us Nottinghamshire, Small Steps**, and **SEND Local Offer** services.
 - Value parents as equal partners in their child's education.
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9. Working with External Agencies

We work closely with Nottingham City's multi-agency network, including:

- **Educational Psychology Service**
- **CAMHS and Behavioural Outreach Support (BASE 51, MHST)**
- **Speech and Language Therapy (SALT)**
- **Occupational Therapy**
- **Social Care and Early Help Teams**
- **Nottingham City Inclusion and SEND Support Service**

This collaborative approach ensures that each child receives coordinated, holistic care.

10. Accessibility and Inclusion

New Horizon Education is committed to ensuring full access to learning for all pupils. We provide:

- Adapted learning materials and assistive technology
- Flexible routines to support emotional regulation
- A physically accessible environment
- A curriculum that promotes emotional literacy, wellbeing, and belonging

Our **Accessibility Plan** outlines how we continue to develop inclusive practice across the school.

11. Monitoring and Evaluation

We regularly evaluate the effectiveness of our SEND provision through:

- Pupil progress data and engagement measures
- Pupil and parent voice

- Behaviour, attendance, and wellbeing tracking
- Staff reflection and supervision
- Annual SEND report to Governors

This helps ensure continuous improvement in trauma-informed, inclusive practice.

12. Complaints Procedure

Concerns about SEND provision should be raised with the class teacher or SENCo in the first instance.

If unresolved, concerns can be escalated to the Headteacher and then to the Governing Body, in line with the school's **Complaints Policy**.

Parents can also seek advice from **Ask Us Nottinghamshire (SENDIAS Service)**.

13. Policy Review

This policy will be reviewed annually by the SENCo, Headteacher, and Governing Body, or sooner if there are significant changes in local or national guidance.

Contact Information

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